

**ANTH 296**  
27731

**Advanced Archaeological Theory**

Meets in WSQ004  
Wednesday 6:00-8:45

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404N Clark Hall  
Office Hours: M/W 10:30-11:30 & 3:00-4:30  
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**Introduction**

There are several goals for this course. The first is to introduce you through discussion, participation and readings to the current state of theory and practices of archaeology, the legislation that regulates practice in the U.S., the articulation of federal, state, tribal and local governmental activities, the evolving philosophies operating in the public interest, and parallels on the international scene. We will discuss current ethical issues and conflicts as well as the practical aspects of archaeological research: public involvement, conflicts about interpretation and representation, stakeholder interest, and the significance of the field as a science.

Another goal is to take you from the role of spectator to participant in the profession and to develop awareness of archaeology as a venue of Applied Anthropology. Here are some specifics:

*Proposal/article writing:* Because most archaeological research projects in the US are funded through grants, you must learn about proposal writing and money: how to obtain it and how to spend it. You will study how projects go from the proposal-writing stage through research to public interpretation and dissemination, and you will gain practical experience for your thesis development as you put together a complete research proposal emulating this process.

*Analysis of sites in the public eye:* The public pays for archaeology in one form or another. Often what the archaeologist discovers or publishes is at odds with public perception, cherished myths, or public education. Museums both contribute to the problem and seek ways to resolve misconceptions. Local historians and “amateur” archaeologists are frequently encountered in practice and how professionals treat them can generate support or create enemies. A critical look at the concept of site.

*Approaches to interpretation of history and prehistory:* Several schools of thought about the past are current while other, discredited approaches linger here and there. What intellectual framework do you have and how will you frame your research interests? We will work on skills for recognizing different theoretical positions.

*The Archaeological literature review:* Because there are hundreds of journals in print and on-line it is nearly impossible today to keep up with developments in the science. We will examine which ones are likely to have the best coverage of the profession and which target specific or narrow audiences within the field. You will be expected to conduct at least one limited literature review on a specific topic covered during the course following consultation with the instructor.

## READINGS

There are 2 required texts. In addition I will make available other materials for you to read and discuss. These will be made available by accessible pdf format on my Faculty Web Page.

Trigger, Bruce

1997 *A History of Archaeological Thought*. Cambridge University Press, Cambridge.

Muckle, Robert (editor).

2008 *Reading Archaeology*. Broadview Press, Canada

### **Additional readings will be drawn from:**

Between Artifacts and Texts (Andren)

Theoretical Archaeology (Dark)

Archaeological Explanations (Watson, LeBlanc, and Redman)

Evolutionary Archaeology (Telter)

Archaeology As Human Ecology (Butzer)

Controversies in Archaeology (Kehoe)

And many others...

**REQUIREMENTS:** (1) You will each serve as a moderator and discussion leader during at least one class session and possibly more. Everyone must come to all meetings prepared to discuss the assigned materials. The moderator is not responsible for presenting novel materials but is expected to spark discussion by posing questions to the group for consideration. To do this you must keep a response journal as you read. Each week, the moderator will compose a list of discussion questions in collaboration with me, and distribute the questions to fellow students.

(2) You will each take several opportunities to act as designated literary critic. This is your opportunity to take a critical look at work pertaining to the discipline(s) of archaeology, historic preservation, theory, and practice. You must prepare each written review for early circulation to the group outlining your points of view. We will prepare literature reviews at publishable standards.

A bibliography for ideas of titles to critique will be provided. NOT ALL of these titles are available at SJSU so plan accordingly. As you write your review, remember that the review trade is a writing genre that you can learn and at the same time use to sharpen your critical thinking skills.

(3) Contribute fully to any class projects/work, such as collective work on local preservation ordinances and/or public presentations that we set up for the semester. More on this as we proceed.

(4) Under consultation with me prepare a written proposal for an applied research project complete with statement of goals and/or research problem, rationale for the proposed work, background research synopsis, and reference to associated constituents/stake holder communities—OR—work on an article, conference paper, or substantial literature review of a key issue in anthropological archaeology. There is a good deal of flexibility here. Assume that you will approach a funding directorate, or worse, your graduate committee, with this proposal. Please see me individually early in the semester to get this project moving.

**Adjustments to this schedule may be required owing to potential conflicts for conferences for the Society for California Archaeology and the Southwestern Anthropological Society.**

Students should anticipate and schedule minimally 5 hours of each week for work outside class.

Assignments and various announcements will be available for download from My Faculty Webpage.

**[http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=1576](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1576)**

**You can also get there by using the Quick Links box on the SJSU Home Page. I will set up a web site for this class.**

**TOPICS AND READING SCHEDULE** (all readings should be completed in advance of class)

<b>Week and Topics</b>	<b>Readings</b>	<b>Assessments</b>
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**Unit 1 Situating Archaeology**

**Week One Jan 26**

Context for archaeology

Trigger chp 1, 2  
Dark pdf chp 1

**Week Two Feb 2**

Colonial framework

Trigger chp 3, 4  
Muckle intro, chp 1

**Week Three Feb 9**

Culture history

Trigger chp 5  
Muckle Part 4

**Week Four Feb 16**

Culture history

Muckle Part 4

Lit Review 1

**Week Five Feb 23**

Variations on a theme

Trigger chp 6, 7  
Muckle Part 4

**Unit 2 Anthropological Perspectives**

**Week Six Mar 2**

Encounters in the public domain

Kehoe pdf chp 3,4

**Week Seven Mar 9**

The Processual Paradigm

Trigger 8, 9

**Week Eight Mar 16**

Continued

Muckle Part 5; 1-3

Lit Review 2

**Week Nine Mar 23**

Archaeology of the modern

Readings from Gould, Schiffer, Binford

**Mar 28-Apr 1**

**Spring Break \*\*\*\*\***

**Unit 3 In the Public Eye**

**Week Ten Apr 6**

Social context

Muckle Part 1; 2-7  
Watson, LeBlanc & Redman Pdf chp 6

**Week Eleven Apr 13**

As human ecology

Watson, LeBlanc & Redman Pdf chp 3  
Butzer readings

**Unit 4 In the Field of Practice**

**Week Twelve Apr 20**

Typologies and classification

Muckle Part 3: 1-6  
Dark pdf chp3

Lit review 3

**Week Thirteen Apr 27**

Unit issues and Scales of analysis  
Measuring time and space

Andren pdf chp  
Ramenofsky & Steffen pdf chp

**Week Fourteen May 4**

Special topics  
Presentations

**Week Fifteen May 11**

Special topics  
Presentations

Term writing project  
Due

**Finals Week**

Presentations

Final Exam: TBA

**All assignments must be submitted to receive a grade.**

Grades will be based on score percentages. 94-100% 4.0; 88-93% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are basic guidelines for grading. Additional criteria may apply depending on assignments.

To earn an A: All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at conceptual synthesis, and originality. Papers will be carefully proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. Assignments must be of consistently high quality in terms of content and execution. Examinations will score in the range of 90% and above. Final project complete, original, or innovative.

To earn a B: All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 80% and above range. Final project completed and original or innovative.

To earn a C: At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit thoughtful effort with few errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 75% and above range. Final project completed at average level of competence.

To earn a D: Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student.. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Absenteeism evident. Final project completed.

To earn an F: Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. No evidence of general skills or course content provided. Assignments will exhibit a lack of careful or thoughtful effort and errors will be evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards incorrect. Exams may score below the 60% range. Final project possibly incomplete or late.

Grade I: Special circumstances. Failure to complete and submit better than 50% of assignments. Attendance below acceptable levels. Or, failure to take the final exam. To make up this grade will require an additional project at instructor's discretion.

### Policies:

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- **Assignments will not be accepted by email or after the last scheduled class.**
- Students may not leave the room during an examination. This will be a signal to the instructor that the student has completed the exam and it will be collected without further opportunity to continue.
- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class. Although no formal role will be taken, informal attendance records will be monitored.
- As a courtesy and in respect for fellow students and the instructor please turn off your cell phones.
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students.
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable.
- A missed exam or scheduled seminar may be made-up only if a student provides appropriate documentation for legitimate excuse from scheduled exam dates (funeral, medical emergency, family crisis). *Make-up exams will be by scheduled appointment at the convenience of the instructor. Absolutely no makes-up exams for reasons not governed by university policy. If a student has multiple exams scheduled for the same day consideration will only be given if sufficient advance notice has been given.* Late research papers will be deducted 25pts/week. Late assignments will be reduced by 10%. Quizzes may not be made-up.
- The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.
- The instructor reserves the right to adjust the syllabus, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.
- To receive a grade for this course you must complete and submit at least half of the assignments and take the final exam.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments. Students who hand in research draft papers for pre-assessment will have the opportunity to make revisions and improvements before final grading.
- There will be no extra credit assignments for this course. There is already plenty to do.

### **Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin a university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial affairs for disciplinary action which could result in suspension or expulsion from San Jose State University.

### **Cheating**

At SJSU, cheating is an act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; Submitting work simultaneously presented in two courses unless this has been approved by the course instructor or by departmental policy; Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

### **Plagiarism**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own. In written works this may include the over use of quoted materials to build a paper that is otherwise lacking in original content.

### **Add/Drop Policy**

The university has specific procedures for dropping a class. **It is the student's responsibility to make sure classes are dropped. You are able to do this through My SJSU. Navigate to "Self Service>Student center>Drop a class"**

**Check the schedule and be sure to drop prior to submitting fees to ensue your registration fees are properly assessed.**

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. For students who wish to drop a course **it is the student's responsibility to make sure classes are dropped. For more information about "add" and "drop" deadlines go to:**

**<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-2.html>**

### **STUDENTS WITH DISABILITIES**

Any student with a condition or situation that requires special accommodations must make arrangements through the Disability Resource center. This includes learning and physical disabilities that prevent you from fulfilling course requirements under expected conditions. If you feel you have a disability, you must go to the DRC and follow their guidelines in order to receive assistance. I will work with the DRC to assist you based on their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you prepare well in advance for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policy and the programs available as well as your rights at: <http://www.drc.sjsu.edu/>